



JOB DESCRIPTION

English Learner Specialist Instructional Coach Teacher on Special Assignment



Reports to:	Coordinator of English Learners & Instructional Support	Employment Group / Salary Range:	Certificated
Dept:	Educational Services	FLSA:	Non exempt
Annual Work Days:	195	Formal Review Date: Board Approval Date:	1/30/2026 2/2/2026

PRIMARY FUNCTIONS:

Under the supervision and direction of the Coordinator of English Learners & Instructional Support, with guidance from the Director of Educational Services, the English Learner Specialist Instructional Coach is responsible for providing staff resources and support in implementing curriculum and instructional initiatives by mentoring, modeling, and coaching to maximize student learning through engagement in rigorous and meaningful learning experiences as they relate to English Learners.

GENERAL DUTIES AND RESPONSIBILITIES:

- The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. Provides coaching and support for classroom teachers in implementing effective teaching strategies and practices that promote student achievement and meet goals as set forth in the PJUSD Strategic Plan, LCAP, and School Plans for Student Achievement.
- Uses knowledge of the California Standards for the Teaching Profession (CSTP) and the California State Content Standards, ELD standards, and ELA/ELD Framework, including Integrated and Designated English Language Development, to deepen teachers' instructional practices.
- Models innovative teaching methodologies through professional development, demonstration lessons, co-planning and co-teaching, observation and non-evaluative reflective feedback, and providing opportunities for teachers to observe exemplary practices of peers.
- Participates in professional development to maintain current knowledge base on literature and research in the areas of curriculum, instruction, assessment, and instructional coaching.
- Demonstrates skillful use of coaching language depending on teacher and situation.
- Engages in candid and constructive feedback to help with next steps to accelerate teacher development of instructional practices and learning environment.
- Coordinates with principals and district staff on professional development.
- Works collaboratively with the coaching team to ensure coaching support across all team members is aligned in order to maximize the efficient use of time, expertise, and support being provided to teachers.
- Supports the effective use of adopted curriculum and gathering supplemental resources, as needed. Assist in compilation of state EL reports
- Supports, administers, and analyzes state and district wide assessments related to English Learners.

TOSA - English Learner Specialist Instructional Coach

- Assist with school site curriculum development, implementation monitoring, and vertical articulation in regards to English Learner programs.
- Provide leadership support and assistance with implementation of EL programs.
- Meets with district staff to receive guidance in the development of site instruction programs, professional development activities, and District initiatives.
- Establishes and maintains a trusting relationship with teachers in order to engage teachers in coaching cycles to increase teacher effectiveness and student achievement.
- Serve as a liaison official between school and various community groups as it pertains to improvement of instruction. Create and maintain disaggregated data reports on EL student performance
- Develop and deliver EL professional development in alignment with current curriculum and instructional practices. Attends and supports English Language Advisory Committee (ELAC) meetings and District English Language Advisory Committee (DELAC) meetings.
- Meets with teachers to plan effective lessons aligned to grade level standards, with appropriate accommodations and lesson pacing.
- Provides professional development in areas such as: California Content Standards and Frameworks, adopted curriculum, class culture and climate, implementing research-based instructional strategies, classroom management, differentiated instruction, action research, culturally relevant teaching, and supporting English Language Learners and students with special needs.
- Collaborates with school personnel, parents, and various community agencies for the purpose of improving the quality of student outcomes, developing solutions and improving classroom instruction.
- Aids in working with District activities as requested.
- May serve as a liaison between school and community groups as it pertains to improvement of instruction.
- Will hold confidential information received from the Ed Services department in strict confidence and will not disclose or divulge either directly or indirectly information to others unless authorized to do so.
- Other duties and responsibilities consistent to the primary functions and collective bargaining agreement may be assigned.

REQUIRED QUALIFICATIONS:

Education:

- Possesses a Bachelor's Degree and valid California Teaching Credential, CLAD, EL Authorization or BCLAD

Experience:

- At least five (5) years of teaching experience
- Developing and/or facilitating professional development (*preferred*)
- Has varied experience in teaching English Language Learners

Licenses, Certificates and Other Requirements:

- Bilingual (*preferred*)
- Valid CA Drivers License
- Maintain Auto Insurance

DESIRABLE QUALIFICATIONS:

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- ELA/ELD framework and standards that support integrated and designated ELD.
- California Standards for the Teaching Profession.
- California Content Standards and Frameworks.
- PJUSD adopted curriculum at the TK-12 levels.
- Research and principles of effective instructional coaching and the design and delivery of professional development.
- Research-based instructional best practices/activities/strategies that support language development.
- The development of an elementary/secondary classroom program to support the goals of the District and the core adopted curriculum.
- Principles, practices, procedures, rules, codes, regulations, techniques, and strategies of District and assigned areas of instruction.
- Classroom procedures which promote appropriate student conduct and motivation for student learning.
- Applicable sections of the State Education Code and other applicable laws.
- Current trends and research concerning the growth and development of children.

Skills and Abilities to:

- Speak, read, and write in English fluently at a professional level.
- Write reports and business correspondences.
- Maintain positive relations with teachers, administrators, and other educational partners in oral and written communication.
- Maintain confidentiality
- Read, analyze and interpret assessment data, professional periodicals, professional journals, technical procedures, or governmental regulations/codes/policies.
- Effectively present information and respond to questions from teachers, students, families and the general public as necessary in a professional setting.
- Interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Operate a computer, including word processing, data management software, student information systems, and online virtual platforms.
- Learn various computer operations and software required for the position.
- Apply knowledge of current research and theory in area of specialty.
- Accomplish assigned tasks in a collaborative manner.
- Work with a minimum of supervision.
- Apply interpersonal skills using tact, patience and courtesy.
- Analyze situations and plan corrective actions.

- Adapt to changes in daily responsibilities.
- Maintain accurate records and reports.
- Read, interpret, and apply rules and procedures.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk and stand; stand and sit for extended periods of time; use hands to finger, handle, feel or operate objects, tools or controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is frequently required to lift up to 20 pounds.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; use math and mathematical reasoning; observe and interpret people and situations; learn and apply new information and skills; perform highly detailed work; work on multiple, concurrent tasks.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Employees work under typical office and classroom conditions subject to frequent public contact and interruption and to intermittent exposure to individuals acting in a disagreeable fashion.

The employee may be required to travel to locations other than the assigned work site and to adjust to work schedule changes and requirements to work overtime.

EMPLOYEE CERTIFICATION OF JOB DESCRIPTION

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.

Employee Signature

Date

Name Printed